

NEWBERRY SCHOOL DISTRICT

1539 Martin Street
Newberry, SC 29108

GRADES PK-12

ENROLLMENT 5,700 Students

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Mr. Lee Attaway 803-945-7083

FISCAL AUTHORITY District Board/County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	10	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 27 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Average	No

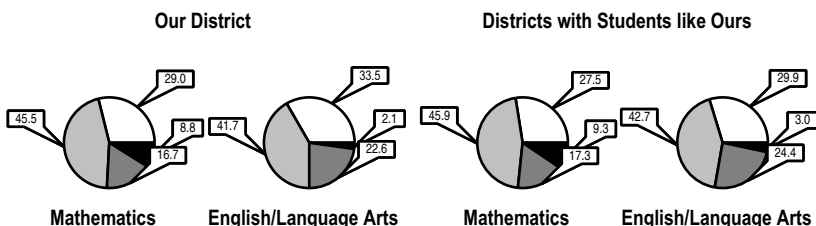
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	65.3	N/A	N/A	74.6	N/A	N/A
Passed 1 subtest	14.9	N/A	N/A	13.6	N/A	N/A
Passed no subtests	19.7	N/A	N/A	11.7	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	9.6	12.1
Seniors who met the SAT/ACT requirement	9.6	12.3
Seniors who met the grade point average	46.4	48.4

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	2,696	99.7	33.4	41.8	22.7	2.1	24.7
Gender							
Male	1,410	99.8	39.3	39.6	19.5	1.6	21.1
Female	1,286	99.6	27.1	44.3	26.1	2.5	28.7
Racial/Ethnic Group							
White	1,230	99.7	18.8	43.0	34.5	3.7	38.2
African-American	1,292	99.9	45.9	41.2	12.2	0.7	12.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	168	98.8	46.0	36.0	17.3	0.7	18.0
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,216	99.9	29.0	43.5	25.2	2.3	27.5
Disabled	480	99.0	54.6	33.8	10.7	0.9	11.6
Migrant Status							
Migrant	56	96.4	53.8	28.2	15.4	2.6	17.9
Non-Migrant	2,640	99.8	33.1	42.0	22.8	2.0	24.8
English Proficiency							
Limited English Proficient	110	98.2	65.9	22.7	10.2	1.1	11.4
Non-Limited English Proficient	2,586	99.8	32.3	42.5	23.1	2.1	25.2
Socio-Economic Status							
Subsidized meals	1,703	99.7	43.9	41.4	14.0	0.7	14.7
Full-pay meals	992	99.8	16.1	42.6	37.0	4.3	41.3
Mathematics							
All Students	2,696	99.8	28.8	45.5	16.8	8.9	25.7
Gender							
Male	1,410	99.8	30.9	44.2	16.0	8.9	24.9
Female	1,286	99.8	26.6	46.9	17.7	8.8	26.5
Racial/Ethnic Group							
White	1,230	99.7	17.6	41.0	25.0	16.4	41.4
African-American	1,292	99.9	38.8	50.1	9.1	2.0	11.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	168	100.0	34.0	42.6	17.0	6.4	23.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,216	100.0	24.1	46.3	19.2	10.4	29.6
Disabled	480	99.2	51.3	41.9	5.5	1.4	6.8
Migrant Status							
Migrant	56	100.0	46.3	34.1	12.2	7.3	19.5
Non-Migrant	2,640	99.8	28.5	45.7	16.9	8.9	25.8
English Proficiency							
Limited English Proficient	110	100.0	48.9	43.3	4.4	3.3	7.8
Non-Limited English Proficient	2,586	99.8	28.1	45.6	17.3	9.1	26.3
Socio-Economic Status							
Subsidized meals	1,703	99.8	37.1	48.4	11.0	3.4	14.4
Full-pay meals	992	99.8	15.0	40.7	26.4	17.9	44.3

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	433	98.8	18.4	43.8	34.0	3.8	37.8
	Grade 4	458	99.3	34.3	40.3	25.4	N/A	25.4
	Grade 5	479	99.4	44.8	39.4	14.5	1.3	15.8
	Grade 6	505	99.6	46.8	35.4	16.1	1.7	17.8
	Grade 7	409	100.0	42.9	43.6	12.7	0.8	13.5
	Grade 8	461	98.5	43.9	42.1	12.4	1.6	14.0
2004	Grade 3	435	99.1	16.8	41.6	36.8	4.8	41.6
	Grade 4	429	100.0	24.3	45.7	28.6	1.4	30.0
	Grade 5	461	99.4	32.4	46.4	19.6	1.6	21.1
	Grade 6	478	99.8	48.4	32.8	16.9	2.0	18.9
	Grade 7	485	100.0	40.9	46.0	12.6	0.4	13.1
	Grade 8	410	100.0	35.7	46.7	15.8	1.8	17.6

Mathematics								
2003	Grade 3	433	99.8	24.9	50.8	18.1	6.3	24.4
	Grade 4	458	99.8	20.0	51.1	18.4	10.5	28.9
	Grade 5	479	99.8	28.2	50.3	14.2	7.3	21.5
	Grade 6	505	99.8	30.4	40.9	19.8	8.9	28.7
	Grade 7	409	100.0	40.0	38.2	13.5	8.3	21.8
	Grade 8	461	99.6	38.0	49.0	11.2	1.8	13.0
2004	Grade 3	435	99.3	24.0	54.9	16.8	4.3	21.1
	Grade 4	429	100.0	18.0	51.0	20.7	10.3	31.0
	Grade 5	461	99.6	27.9	42.8	18.2	11.1	29.3
	Grade 6	478	100.0	28.6	39.6	19.7	12.1	31.8
	Grade 7	485	100.0	36.0	42.2	12.0	9.9	21.8
	Grade 8	410	100.0	38.8	45.9	11.2	4.1	15.3

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	386	97.7	24.5	28.8	26.6	20.2	46.8
Gender							
Male	197	96.4	28.3	23.5	27.8	20.3	48.1
Female	189	98.9	20.5	34.1	25.4	20.0	45.4
Racial/Ethnic Group							
White	184	97.8	6.7	19.7	37.6	36.0	73.6
African-American	184	97.3	39.8	38.1	15.9	6.3	22.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	100.0	52.9	23.5	23.5	N/A	23.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	322	97.5	15.8	31.0	30.0	23.2	53.2
Disabled	64	98.4	67.7	17.7	9.7	4.8	14.5
Migrant Status							
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	380	97.6	23.2	29.2	28.5	20.5	47.5
English Proficiency							
Limited English Proficient	10	100.0	90.0	10.0	N/A	N/A	N/A
Non-Limited English Proficient	376	97.6	22.7	29.3	27.3	20.7	48.1
Socio-Economic Status							
Subsidized meals	201	96.5	37.5	37.5	16.1	8.9	25.0
Full-pay meals	185	98.9	10.6	19.4	37.8	32.2	70.0

Mathematics							
All Students	386	97.4	29.1	28.3	28.0	14.6	42.6
Gender							
Male	197	96.4	29.4	26.2	24.6	19.8	44.4
Female	189	98.4	28.8	30.4	31.5	9.2	40.8
Racial/Ethnic Group							
White	184	97.8	10.1	23.0	41.6	25.3	66.9
African-American	184	96.7	49.1	31.4	14.9	4.6	19.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	100.0	23.5	47.1	23.5	5.9	29.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	322	97.2	20.4	30.7	31.7	17.2	48.9
Disabled	64	98.4	72.6	16.1	9.7	1.6	11.3
Migrant Status							
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	380	97.4	28.8	27.9	28.5	14.8	43.3
English Proficiency							
Limited English Proficient	10	100.0	40.0	50.0	N/A	10.0	10.0
Non-Limited English Proficient	376	97.3	28.8	27.7	28.8	14.7	43.5
Socio-Economic Status							
Subsidized meals	201	96.5	44.8	31.3	18.8	5.2	24.0
Full-pay meals	185	98.4	12.3	25.1	38.0	24.6	62.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	286	92.0%	293	9.6%	353	75.4%	N/A
Gender							
Male	126	92.9%	136	11.8%	170	69.4%	
Female	158	91.1%	157	7.6%	183	80.9%	
Racial/Ethnic Group							
White	144	97.2%	141	18.4%	171	77.2%	
African American	134	86.6%	144	1.4%	173	74.6%	
Asian/Pacific Islander	1	I/S	1	I/S	N/A	N/A	
Hispanic	4	I/S	7	0.0%	8	50.0%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	262	92.4%	256	10.9%	304	77.0%	
Disabilities other than speech	22	86.4%	37	0.0%	49	65.3%	
Migrant Status							
Migrant	1	I/S	0	N/A	1	I/S	
Non-migrant	283	91.9%	293	9.6%	0	N/A	
English Proficiency							
Limited English proficient	3	I/S	6	0.0%	3	I/S	
Non-LEP	281	92.2%	287	9.8%	349	76.2%	
Socio-Economic Status							
Subsidized meals	122	86.1%	137	0.7%	174	69.0%	
Full-pay meals	162	96.3%	156	17.3%	179	81.6%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	92.0%	94.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	353	359
Number of Diplomas	266	274
Rate	75.4%	75.9%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	462	450	464	462	926	912
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.9	16.2	18.3	17.2	19.0	17.5	19.1	17.9	18.7	17.4
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 5,700)				
First graders who attended full-day kindergarten	100.0%	N/C	99.1%	97.2%
Retention rate	5.5%	Up from 0.2%	5.4%	5.3%
Attendance rate	95.6%	Up from 93.6%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.5%		6.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.4%		5.6%	5.1%
Eligible for gifted and talented	14.5%	Up from 12.1%	11.3%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Up from 11.8%	12.2%	10.9%
Older than usual for grade	4.2%	Up from 4.1%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	No change	0.8%	1.1%
Enrolled in AP/IB programs	12.5%	Up from 10.7%	8.6%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	182	Down from 193	132	157
Completions in adult education GED or diploma programs	54	Down from 59	39	39
Annual dropout rate	5.1%	Down from 5.8%	3.2%	2.9%
Teachers (n= 427)				
Teachers with advanced degrees	47.5%	Up from 44.9%	46.8%	50.0%
Continuing contract teachers	84.1%	Up from 80.2%	86.5%	84.6%
Highly qualified teachers**	92.6%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	8.7%		4.1%	4.4%
Teachers returning from previous year	87.4%	Up from 86.8%	89.9%	89.9%
Teacher attendance rate	92.8%	Down from 96.2%	94.6%	94.7%
Average teacher salary	\$38,937	Up 3.4%	\$39,979	\$40,566
Vacancies for more than nine weeks	0.5%	N/C	0.3%	0.3%
Prof. development days/teacher	14.2 days	Down from 14.9 days	12.2 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 16.1 to 1	20.4 to 1	21.0 to 1
Prime instructional time	85.9%	Down from 88.3%	89.5%	89.5%
Dollars spent per pupil*	\$7,917	Up 0.8%	\$7,217	\$7,217
Percent of expenditures for teacher salaries*	55.9%	Down from 56.7%	56.3%	55.6%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	99.0%	No change	97.4%	97.3%
Number of schools	14	No change	9	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	18.0%	Up from 16.0%	2.0%	4.3%
Average age in years of school facilities	31	No change	24	26
Number of schools with SACS accreditation	14	No change	8	8
Average administrator salary	\$64,285		\$65,891	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.6%	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	15.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Dear Parents and Community Members:

Progress continues to be made as we complete the 2003-04 school year. Our teachers, administrators, support staff, school board, and community continue to work together in a cooperative manner in order to ensure the best learning opportunities possible for the children of Newberry County. In spite of continued financial challenges resulting from funding issues at the state level, we proudly point to the following accomplishments as we monitor our progress.

We continue to make progress with our building program as we near the end of our first phase. After changing the grade structure and successfully redrawing the attendance lines for the three elementary schools within the city of Newberry, Newberry Elementary School and the new Gallman Elementary School will open their doors to students in August. Boundary Street Elementary is being moved to the old Speers Street Elementary while renovations begin at Boundary Street Elementary.

It is a pleasure to report to you that our schools continue to show significant academic progress. On the 2003 Report Card we doubled the number of schools scoring "excellent" on the absolute rating portion of the state report card and doubled the number of schools scoring "good." We increased the number of schools scoring "excellent" on the improvement rating portion of the state report card from zero to two, while increasing the number of schools scoring "good" from one to five. While we decreased the number of schools scoring "below average" on the improvement rating from seven to two, no schools were shown to be "unsatisfactory" on the absolute rating. Finally, we had a fourfold increase in the number of schools receiving Palmetto Gold or Silver awards for academic achievement, growing from two to eight. In other words, eight of the fourteen schools in our district received either a Palmetto Gold or Silver Award.

All of our schools are accredited by the Southern Association of Colleges and Schools. Boundary Street Elementary School joined Pomaria-Garmany and Whitmire Community School as schools having received the Red Carpet Award from South Carolina State Department of Education. One of our schools, Prosperity-Rikard Elementary, was awarded the coveted Exemplary Writing School Award on their first attempt.

We have continued to expand our Montessori program at the elementary level adding a grade level and two classes. Technology has improved at all schools. We continue to offer effective and relevant staff development opportunities to all staff.

All of our schools continue to experience greater success both academically and in extra-curricular areas. This comes as a direct result of schools and community working together to make our schools more "inviting" places for students to learn.

Dr. V. Keith Callicutt, Superintendent